

Miami-Dade County Public Schools

South PREP Scholars Academy



2022-23 Schoolwide Improvement Plan

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South PREP Scholars Academy

24555 SW 112TH AVENUE, Homestead, FL 33032

[no web address on file]

Demographics

Principal: Darlene Soler

Start Date for this Principal: 8/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	5%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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South PREP Scholars Academy

24555 SW 112TH AVENUE, Homestead, FL 33032

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	5%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Prep Scholars Academy's mission is to develop and educate students through a whole child, multi-sensory approach that will provide them with the skills necessary for educational and social success.

Provide the school's vision statement.

South Prep Scholars Academy's vision is to build relationships between the school, students, families, and community members to help the students become socially responsible individuals who possess self-confidence, self-respect, and respect for others. We will empower students to learn, achieve their maximum academic potential, and obtain the confidence needed to succeed in secondary education and beyond.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Porter, Jessica	Teacher, K-12	As lead teacher, Mrs. Porter is responsible for providing classroom support and guidance to teachers on the implementation of the School Improvement Plan. She will engage in collaborative planning with the Kindergarten and First Grade teachers, to ensure that instruction is data driven, and that instructional decisions are based made on reviewing iReady data, Renaissance Star Assessment and topic assessment data. Ms. Porter will provide coaching cycles, and professional development as needed to in order to build the instructional capacity of her team, and increase student achievement. Additionally, she will serve as a liaison between the principal and the grade level teachers. She will coordinate grade-wide activities, and support and lead her team to achieve the school's student achievement goals.
de Armas, Dianet	Principal	The role of the principal is to communicate a clear and common vision and mission, that is consistent with the school's contract with the Sponsor. The principal will monitor the implementation of the School Improvement Plan (SIP), as well as the implementation of the school's educational programs. The principal will ensure that teachers are implementing the strategies in the SIP, as well as instruction that is aligned to the state standards, in order to maintain continuous improvement in the school, and address the needs of all students. Additionally, the principal will build relationships with the parents, and partnerships with the community, in order to nurture a positive school culture, that promotes student achievement, and student and parent engagement.

Demographic Information

Principal start date

Monday 8/1/2022, Darlene Soler

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

4

Total number of students enrolled at the school

64

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	35	0	0	0	0	0	0	0	0	0	0	0	64
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA Math assessment	0	5	0	0	0	0	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	0	0	0	0	0	0	0	0	0	0	2

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/22/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	0	0	0	0	0	0	0	0	0	0	0	0	42
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	42	0	0	0	0	0	0	0	0	0	0	0	0	42	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	56%					62%	57%
ELA Learning Gains								62%	58%
ELA Lowest 25th Percentile								58%	53%
Math Achievement		58%	50%					69%	63%
Math Learning Gains								66%	62%
Math Lowest 25th Percentile								55%	51%
Science Achievement		64%	59%					55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

South Prep Scholars Academy met the districts Reading Median on the SAT-10 for Kindergarten (82); and exceeded the district's percent above median (district-76 SPSA-77) by one percentage point. In mathematics, SPSA's math median was 65, five percentage points higher than the district. 64% of students were above the median. The districts was 57%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement based on 2022 SAT-10 assessments is in the area of Mathematics. Another area of focus is attendance. Our students in the lowest 15% show a trend of having 9 or more absences for the 2021-2022 school year with the mean number of absences being 17.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Differentiated Instruction played a key role in student's academic improvement, students are performing below grade level, were in Differentiated Instruction groups in the classrooms. Teachers implemented a DI routine during each class period, where they had three rotations, with students. The students were split into three groups (above grade level, on grade level, and below grade level), the teachers had a teacher led center, an independent center and a technology center for students. The delivery of instruction was scaffolded for students needing additional support, and the teacher remediate skills and standards during the teacher led center. The students will receive Intervention. -TII students will receive 30 minutes of targeted intervention, 5 times a week; while TIII students will receive 60 minutes of targeted intervention 3 times a week, and 30 additional minutes twice weekly. (Utilizing the iReady Toolbox)

-Before and After School tutoring was provided for students performing below grade level.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

I-Ready Reading Diagnostic AP3's typical growth was 96%. 80% percent of students scoring mid or above grade level in Reading has increased by 45% with a decrease of 48% in students scoring below grade level from AP1 to AP3. Typical growth in mathematics was 108%. 45% of students have scored mid or above grade level from AP1 to AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

SPSA implemented intervention daily 5 times a week for tier II students and 8 times per week for tier III students daily immediately following the AP1 diagnostic assessment. This intervention continued throughout the school year. SPSA also implemented a before and after school tutoring program that was offered to students and families free of charge. This program targeted our lowest 30% of students.

What strategies will need to be implemented in order to accelerate learning?

SPSA will implement intervention daily 5 times a week for tier II students and 8 times per week for tier III students daily immediately following the AP1 diagnostic assessment. This intervention will continue throughout the school year. SPSA will also implement a before and after school tutoring program that will be offered to students and families free of charge. This program will target our lowest 30% of students based on AP1 and FAST results for the 2022-2023 school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided to teachers, will include using the FAST PM Data, to address deficiencies and adjust student instruction. Teachers will receive PD on interdisciplinary and cross curricular instruction in the classrooms; as well as PD relating to unpacking the standards and planning for rigorous and relevant instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The school will continue to offer, before and after school tutoring, in addition to interventions and scaffolded support. Additionally the school has planned to use the funds from the ARP grant, to implement EXCEL ED as a tool to disaggregate data and plan for instruction, and has proposed in the grant to hire an educational paraprofessional to support small group instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus	Differentiated Instruction plays a key role in student's academic improvement, since students are performing below grade level, the Differentiated Instruction in the classrooms should be strengthened. Teachers will implement a DI routine during each class period, where they will have three rotations, with students. The students will be split into three groups (above grade level, on grade level, and below grade level), the teachers will have a teacher led center, an independent center and a technology center for students. The delivery of instruction will be scaffolded for students needing additional support, and the teacher will remediate skills and standards during the teacher led center. -TII students will receive 30 minutes of targeted intervention, 3 times a week; while TIII students will receive 60 minutes of targeted intervention 3 times a week, and 30 additional minutes twice weekly. (Utilizing the iReady Toolbox)
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	-After School tutoring will be provided for students performing below grade level.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	30% of student scoring one grade level below, will increase to on grade level from AP1 to AP2; while 75% of student scoring one grade level below, will increase to on grade level from AP1 to AP3.
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Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing Progress Monitoring will be used to focus on data drive and standard aligned instruction. Biweekly data debriefings will take place between the principal and the teachers to monitor student data and develop targeted lesson plans for DI and Intervention. The principal will conduct weekly classroom walkthroughs.
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Person responsible for monitoring outcome:	Dianet de Armas (964217@dadeschools.net)
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Evidence-based Strategy: Describe the evidence-based strategy being	Differentiated Instruction
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implemented
for this Area
of Focus.

Rationale for
Evidence-
based

Strategy:

Explain the
rationale for
selecting
this specific
strategy.

Differentiated Instruction allows teachers to maximize student's academic growth, and mastery of the skills and standards.

Describe the
resources/
criteria used
for selecting
this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Collaborative planning, contributes to a greater sense of accountability, and provide opportunities for teachers to learn from each other as they plan curriculum, units, or lessons including classroom-based assessments by analyzing standards and creating essential questions.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve. This should be a data based, objective outcome.

75% of students will demonstrate mastery of the standard, and essential question on standards based assessments across content areas.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Biweekly data chats, between principal and teacher; classroom walk throughs and observations; weekly lesson plan reviews.

Person responsible for monitoring outcome:

Dianet de Armas (964217@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will utilize the backwards design model for collaborative planning. They will identify the desired outcome (including the complexity of the standard,) determine the assessment that will be used to measure student mastery, and then plan for activities and instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through the implementation of the backwards design model, instructional time is not only used effectively since every task and piece of instruction has a purpose that fits in with the overarching goals and goals of the course, but the expected outcomes are clear to both students, and teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

As indicated by the STAR PM1 assessment for grades Kindergarten and 1st grade, 55% of student are on or above grade level.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

SPSA does not serve students in grades 3 through 5.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We do not have grade levels where 50% or more students scored below a level 3 on the statewide assessments.

Grades 3-5: Measureable Outcome(s)

SPSA does not serve grades 3rd through 5th.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

SPSA continuously monitors student progress through I-READY diagnostic assessment AP1 and 2 and FAST progress monitoring assessments I, II, and III. Additionally the school monitors students on a weekly basis, through the implementation of standards based assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

de Armas , Dianet, 964217@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

South Prep Scholar's Academy's (SPSA) vision is to build relationships between the school, students, families, and community members. Student culture and diverse backgrounds will be embraced and taken into account to build upon their knowledge. Teachers and students will build positive and nurturing relationships based upon mutual respect. School and classroom expectations are clearly defined, and promote perseverance and respect. SPSA, uses the Pure Edge Character Education program in order to define, teach and support student behavior and awareness, in order to create a positive school environment where students feel safe and respected. Pure Edge, provides strategies to support social, emotional, and academic development through mindful movement and rest.

Identify the stakeholders and their role in promoting a positive school culture and environment.

SPSA ensures that the students socio-emotional needs are being met through collaboration between the administration, district assigned mental health coordinator, teachers, students, and parents. Specific interventions targeted student behavior, address the needs of the student, and involve a comprehensive approach to understand the behaviors.